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ABSTRACT

In order to implement the major objective of the project--to develop an evaluation system for vocational teacher education programs--four components of a system were developed: (1) existing situation, (2) resources available, (3) process evaluation, and (4) product evaluation. Product (graduate) evaluation was heavily emphasized. A total of 76 graduates were visited or surveyed by the project staff. Teachers visited were observed for interaction analysis, for affective classroom environment, and for nonclassroom activities. The teachers were also evaluated by their students, peers and supervisors. Results indicated neither peers nor supervisors were effective evaluators and that nonclassroom activities correlated negatively with teacher effectiveness. (Author)

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The Development and Try-Out of a System for Evaluating Programs of Vocational Teacher Education

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Vocational teacher educators have long recognized the need to better evaluate vocational education programs. The Kentucky Bureau of Vocational Education funded a project in 1972 which had a major purpose of evaluating such programs. The title of the project was "The Development and Try-Out of a System of Evaluating Programs of Vocational Teacher Education." The basic purpose of the project was to establish a model for evaluating vocational teacher education programs and to try out the model at Western Kentucky University.

Methodology

Numerous personnel were utilized in the process of both developing and trying out the model. Three consultants, each of whom wrote a paper proposing a system for evaluating teacher education programs, participated in the project. Also participating were two reactors who gave reactions to the consultants' papers and attempted to synthesize the models proposed by the consultants. In addition, an advisory council, which consisted of vocational teacher educators, vocational administrators, and vocational supervisors, was established. The consultants' papers and the reactors' reports were presented to the advisory council in October, 1973.

In addition to the major advisory council, a mini-advisory council was created. The four vocational service areas at Western each had one teacher educator as a member of both councils. The four service areas in 1972-73 at WKU when the project was conducted were Agricultural Education, Business and Office Education, Home Economics Education, and Trades and Industry Education. Since that time, Distributive and Marketing

Education and Health Occupations Education have been added. However, the project and the project report are only germane to the first four service areas.

The methodology utilized by the project staff tied very closely to the model suggested by Stufflebeam. His model consists of context, input, process and product evaluation. The model utilized by this project consisted of the existing situation, the resources available, process evaluation, and product evaluation.

Existing Situation

The existing situation consisted of the mission of the University, past history of the University, objectives of the University, objectives of the vocational teacher education programs, as well as examination of the criteria for student admission into teacher education.

Resources Available

The resources available phase examined the need for the program, financial support of the program, support from the Kentucky Bureau of Vocational Education, as well as funds supplied by the University. A monitoring of the control exercised by the state was made by looking at certification criteria; this recognized the fact that our teacher education programs must certify their graduates. An additional resource examined was the faculty time which was available for the programs and the faculty time which was required in the implementation of the programs.

Process Evaluation

For the process evaluation phase, both the teacher education faculty and the teacher education courses were evaluated. This evaluation

received input from both pre-service students and the first-year products of the vocational teacher education program.

Product Evaluation

The product evaluation received the major thrust of the project. This evaluation collected data on the defined product which was first-year teachers who graduated from the vocational teacher education program at Western in 1972 or for the Trade and Industry majors -- first-year teachers who were taking professional education courses from Western. There was a total of three categories for the first-year teachers within each of the four service areas. The first category consisted of teachers who were personally observed by the project staff. The criteria for the personal visit by the project staff were (1) the teacher was teaching in the Commonwealth of Kentucky and (2) the teacher was teaching in his or her major field of study. A limit of seven was established for the number of teachers to be visited for each service area. Each of the service areas, with the exception of Agriculture, had more than seven teachers who met the criteria. For the three service areas that had more than seven first-year teachers, random selection was used to determine the seven to be observed. For Agriculture Education all five teacher who met the two pieces of criteria were observed.

The second category for each service area consisted of those first-year teachers who were not teaching in the Commonwealth of Kentucky or who were not teaching in their major field of study or who were randomly selected out of the first category. The third category consisted of the 1972 graduates who were not teaching. Data were also collected from the latter two categories of products

by use of a mail questionnaire. The non-teaching products were queried to find why they were not teaching and their evaluation of experiences in their teacher education program.

The 26 products selected for observation were visited in the spring of 1973. Project staff members ran an interaction analysis on the teachers while they were teaching. A 20 point coding scale for the interaction analysis was utilized. The first 14 points consisted of a combination of Flanders and Hough's interaction analysis code which classified classroom instruction. The additional six points were established by the project staff and permitted observation of nonverbal teaching methodology in the laboratory.

Additional observation was made of the affective environment in the classroom by use of the Classroom Observation Record. This instrument observation was made on both the teacher and the students.

Further analysis of the product included evaluation by the students of the product. Ratings by peers and supervisors of the product were also included.

In addition to the before mentioned evaluation and observation, it was decided that vocational teachers frequently complete activities outside the classroom such as working with an advisory council and working with a youth organization. Consequently, these activities were monitored by having the products complete a 20 item instrument on the degree of their involvement with nonclassroom activities or competencies.

Results, Conclusions, and Recommendations

Project results include the following:

1. Both pre-service students and first-year teachers gave very favorable ratings to their methods classes and their student teaching experience. Both groups gave less favorable ratings to the core of required professional education courses other than methods and student teaching.
2. The affective environment maintained by the average vocational teacher was a relatively favorable one. The average rating on the Classroom Observation Record was 5.64 with 1 = most unfavorable rating and 7 =most favorable rating. The range was 4.70 for Agriculture Education to 5.80 for Business and Office Education.

Project conclusions include the following:

1. That the first-year vocational teachers participating in this evaluation study tended to use more direct than indirect teaching techniques
2. The peers and supervisors of the observed vocational teachers tended not to discriminate between effective classroom teachers and ineffective classroom teachers as measured by the evaluation model.
3. Project observers and students of the first-year teachers did discriminate between effective and ineffective teachers.
4. This model of vocational teacher education evaluation is a viable model when the following premises are accepted:
   A. Product evaluation should be emphasized
   B. The product of a teacher education program is the classroom teacher

C. Classroom teachers should emphasize indirect teaching methods

D. Classroom teachers should create a learning situation which has a favorable affective environment

Recommendations for further study:

1. The laboratory observation code should add one additional code number which recognizes the observation of students by the teacher while the teacher is at his or her desk. Frequently the Business and Office teachers would observe the class in a laboratory situation. However, they would not be walking among the students; but they would be observing them from their desks.
2. Additional vocational teacher education programs in the Commonwealth of Kentucky and in other states should utilize this evaluation process.
3. This model should be considered for use in evaluating competency based teacher education programs and should be utilized as a basis of comparison between the two programs.
4. The effect of utilizing interaction analysis as a pre-service and in-service teacher education teaching technique should be further explored.